San Antonio Independent School District October 25, 2006

SAISD Learning Labs:

Experiments in Success!



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San Antonio ISD



San Antonio ISD Vision 2009 Our Mission

The mission of the San Antonio Independent School District is to graduate all students as responsible citizens with the academic and social preparation to pursue higher education, join the military, or enter the workforce.

Increase Graduation Rates

Decrease Retention Rates

Use Technology in Instruction

Provide Support for All Student Needs

Develop the Academies for Accelerated



Learning



How It All Got Started

The Need:

- > High dropout rates
- > High retention rates (especially at 9th grade)

The Plan:

- > Create a Small, Caring Environment
- > Provide a True Alternative Delivery of Instruction
- ➤ Offer Strong Support from Personnel (Rigor, Relevance, Relationships)



SAISD Membership in January 2008 5.000 4.500 3.000 2.000 1.500 5.1h 6th 7th 8th 9th 10th 11th 12th

Choosing the Technology

- Depth of Content Available (Lots of Courses and Lessons)
- > Malleability of System (Can be tailored to fit our needs)
- > System Flexibility
- > Cost Effectiveness





The Learning Lab Design

Personnel:

- 4 Teachers (4 Core Contents)
- 1 Counselor
- 1 Student Liaison

Physical Setup:

On-line Room Off-line Room Counselor's Office







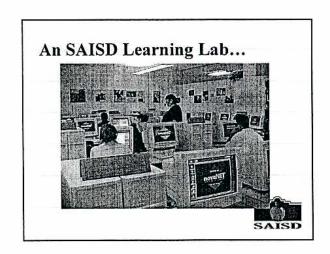
Where
8 SAISD High Schools
1 SAISD Alternative Campus
1 SAISD Non-Traditional Campus
Currently available at 37 Campuses

and When Fall 2000 to Present

and How
First funded by NGSI
Now funded by State Comp. for At-Risk Students



Learning Lab Structure Counselor's Office



Selecting and Training Staff

Student-Oriented Teachers and Counselors

Self-Directed, Willing to Learn and Spend

Use Master Teachers as Trainers

Provide for Immediate Support

Update Training Every Year (Changing Personnel)

Provide Advanced Training to Create Experts



Making It All Work



Be Creative and Make It Work for You Change the Bureaucracy If You Need To Monitor and Adjust Create Your Own Experts Maintain Central Oversight



Some Things to Consider

> Scheduling Students into the Learning Labs

Student Eligibility Holding Number Credit only awarded when earned

> Assigning Personnel

Pupi/Teacher Student Ratio Flex Scheduling

> Documenting Out-of-Sequence Credits

Careful Referrals and Documentation of Credits Cooperation within the School Community

> Logistics

Getting and Keeping Textbooks Materials and Budgets from Departments Supervision and Evaluation at the Campus Level



Some More Things to Consider Bloom's Taxonomy Synthesis Evaluation Analysis Application Comprehension Knowledge Piaget's Theory THE FOUR STAGES OF COGNITIVE DEVELOPMENT Against Charle free feet of the feet o

Logistics of Setting Up the Program Selecting and setting up the curriculum

	Core Con	tent Areas		
Math	E/LA	Science	Social Studies	
Algebra I (Semesters A & B)	English I (Semesters A & B)	Biology (Semesters A & B)	World Geography (Semesters A & B)	
Geometry (Semesters A & B)	English II (Semesters A & B)	IPC (Semesters A & B)	World History (Semesters A & B)	
Algebra II (Semesters A & B)	English III (Semesters A & B)	Chemistry (Semesters A ♣ B)	United States History (Semesters A & B)	
Math Models (Semesters A & B)	English IV (Semesters A & B)	(Health) (One Semester)	Government/ Economics (One Semester Essch)	



System Support for Learning Lab Personnel The Role of the Teacher



- > Assess and Diagnose
- > Plan Instruction
- ➤ Conduct Instruction
- > Manage the Environment
- ➤ Evaluate Progress/Mastery



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System Support for Learning Lab Personnel

Assess and Diagnose

- > Initial Assessment for Student Baseline
 - · Reading Levels
 - Math Levels
- > System Generated Module Tests
- Documents Content Knowledge with Semester Tests
- > Designing Individual Education Plans



System Support for Learning Lab Personnel

Plan Instruction

- > District-Wide Curriculum and Materials
- > Continuing Assessment and Alignment of Curriculum
- > Collaboration with Content Teachers
- > Develop High Quality Off-line Materials



Creating the curriculum documents (IEP's)

Information to include:

Student Name and ID#

Course Name

Module Names

Lesson Titles and File Names

Other Information As Required



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System Support for Learning Lab Personnel

Conduct Instruction

- > One-on-one Teacher/Student Relationships
- > Non-judgmental, Stress-free Environment
- > Student-centered Timeline for Instruction



System Support for Learning Lab Personnel

Manage the Environment

- > Individualized Educational Plans (IEP's)
- > Focus on Technology
- > Open Entry/Open Exit Policy



System Support for Learning Lab Personnel

Evaluate Progress/Mastery

- Posttest with Comparison to Student Baseline Reading Levels Math Levels
- > System Generated with Module Tests
- Documents Content Knowledge with Semester Tests
- > Clear Documentation of Results



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The Students We Serve

- >Retained 9th Grade Students
- >10th 12th Graders
- > Special Circumstances (new students with schedule requirements, etc.)
- ➤ Special Populations (illness, homebound, etc.)



Additional Uses and Possibilities

- > Summer School for Credit Recovery
- > Classroom Lessons (Science Simulations)
- > Supplemental Lessons in Alternative Campuses
- > In-School Suspension
- > Optional Extended Year (After School Programs)
- ➤ Middle School
 - Overage Students
 - Tutorials



Pitfalls:

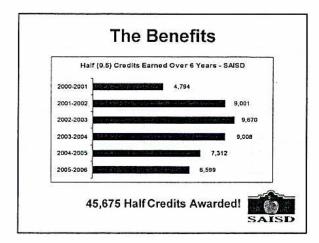
Bureaucratic Restrictions

Inconsistency

Fuzzy Vision

Lack of Coordination





The Benefits

Productivity of Teachers:

An average of 120 full credits per year per teacher!



Other Benefits

Greater Flexibility in Scheduling Maintaining Support for the Student Cohort Home School Advantage Fewer Retained Freshmen "Pure" Classes – Fewer Repeaters Higher Graduation Rates





Continuing the Program:

Continued Funding

Continual Curriculum Refinement and Alignment

Centralized Commitment and Support



Questions and Answers:

Contact:

Cindy Sebald Project Coordinator San Antonio ISD (210) 224-9623

Guided Tours Available!



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